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ABSTRACT

In 1980, a consortium composed of Virginia, Georgia, North Carolina, Maryland, New Jersey, Pennsylvania, Florida, and the District of Columbia recommended a Staff Development Program for Modality Education to provide continuous and sequential educational experiences for all migrant children in participating states' schools. (Modality is defined as sensory channels through which individuals receive and retain information.) Project design and implementation will be predicated, for the most part, on improving the knowledge and skills of migrant instructional personnel through in-service training. The program, managed by Virginia, under the auspices of the Supervisor, Title I, ESEA and Migrant Education, will aim to build intra-state and interstate linkages and coordination linkages and coordinative mechanisms to ensure uniformity and continuity of instruction. The project also will collect and distribute relevant modality information. Although program development will consist primarily of developing specific activities and instructional modules, it will also include the selection of training and operational methods/techniques and an evaluation plan. The program will be evaluated for effectiveness as it relates to participants' reaction; learning mastery of principles, knowledge, and skills; and changes in teaching techniques and style resulting from the program. Appendices include an overview report of migrant education, Title I Elementary and Secondary Education Act. (CM)

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MODALITY
EDUCATION
PROJECT

OVERVIEW

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PREFACE

Since 1965, Title I of the Elementary and Secondary Education Act (ESEA, Public Law 89-10) has continued to provide a variety of national programs of Federal education support for disadvantaged children. One of the most significant amendments to ESEA was the passage of Section 143 of Title I (Public Law 95-561) in 1978. Section 143 authorized, in part, grants and contracts to state education agencies to improve the intrastate and interstate coordination among educational programs available to migratory students. Activities within the purview of Section 143 include: Parent Involvement, Resource Centers, Identification and Recruitment, Teacher Training, Student Credit Exchange, and Supportive Services.

During the fall of 1980, an eight state consortium (Florida, Georgia, Maryland, New Jersey, North Carolina, Pennsylvania, Virginia and the District of Columbia) submitted to the U. S. Office of Education, Office of Migrant Education, a proposal for Staff Development on Modality Education. The grant application was approved during the spring of 1981.

This document provides a three part comprehensive overview of the Modality Education Project (MEP). Part I, Introduction, discusses general background information including: goals and objectives, methodology and management. Part II, Programmatic Aspects of MEP, explains the components of the project with emphasis on program development and training. Part III, The Implementation Process, presents a model of the Modality Education Project's implementation process. Major topics discussed include: planning, program development, implementation, monitoring and evaluation. A summary and appendices conclude the document.

It is hoped that readers will find the information presented enlightening, informative, and resourceful.

George H. Irby
Supervisor, Title I, ESEA and Migrant
Education
July, 1981

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PART I
INTRODUCTION

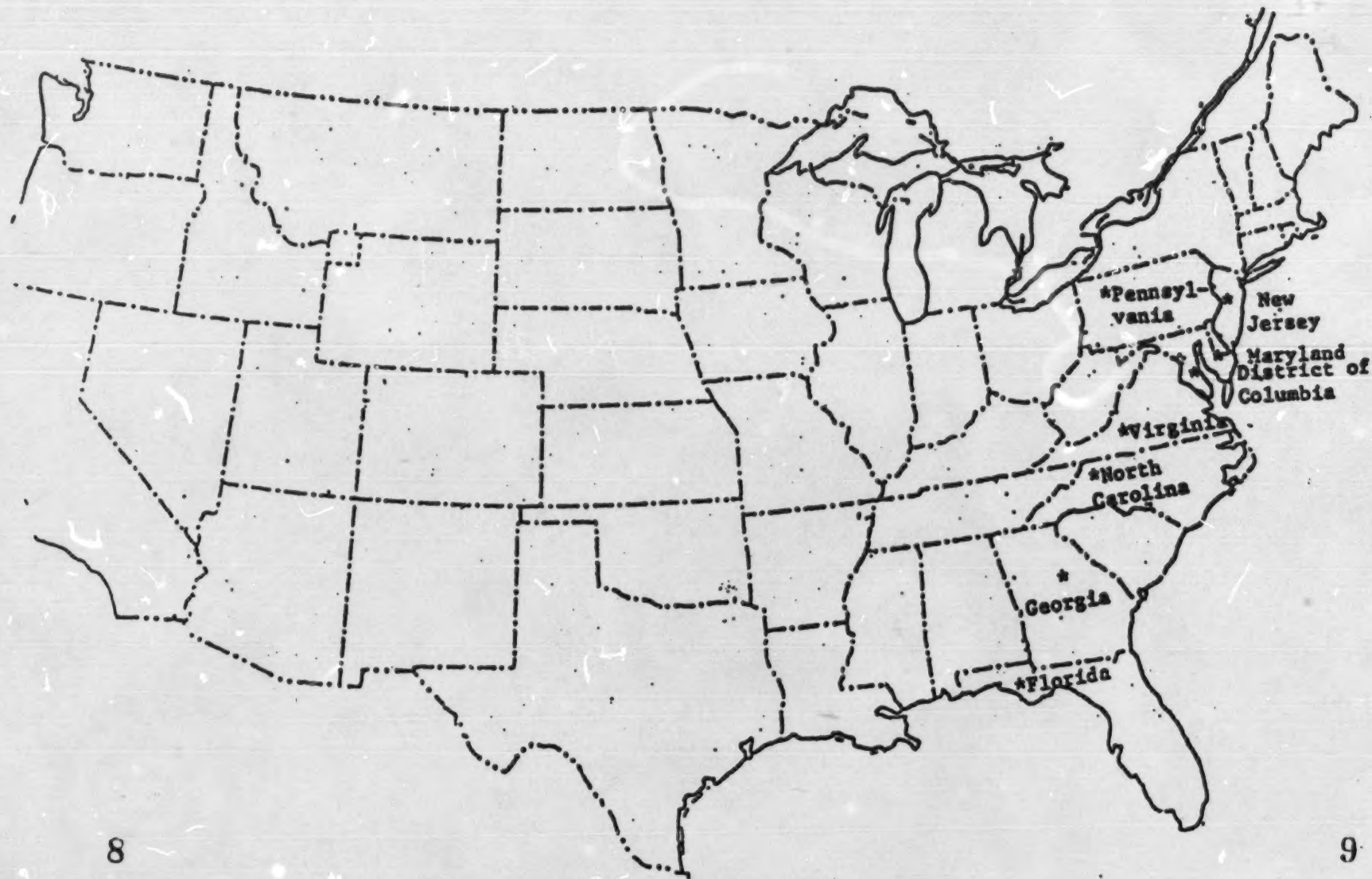
Background

On September 24, 1980, a consortium¹ of eight states met in Richmond, Virginia to discuss some of the major educational problems menacing migrant children and to offer suggestions for alleviating them. Members of the consortium reported that schools use different textbooks and that there are vast differences in the Skills List adopted for instructional programs. Other problems which exacerbate the high drop-out rate of migrant children include: differences in educational philosophies, teaching methods/techniques and competencies required for promotion or graduation from high school. The lack of intra-state and interstate coordination, coupled with a lack of uniformity in planning, curriculum development and instruction dictate the need for a continuous and sequential program of instruction for children migrating between states. Thus, the consortium recommended a Staff Development Program for Modality Education² to provide a model instructional program for participating states.

¹Members of the consortium include representatives from the states of Virginia, Georgia, North Carolina, Maryland, New Jersey, Pennsylvania, Florida, and the District of Columbia.

²Modality is defined as sensory channels through which individuals receive and retain information. Emphasis is placed on teaching to an individual's strength.

Geographical Location of States Participating
in the Modality Education Project



Goals and Objectives

The goal of the Modality Education Project is to implement a staff development program which will ultimately provide continuous and sequential educational experiences for all migrant children in schools of the participating states.

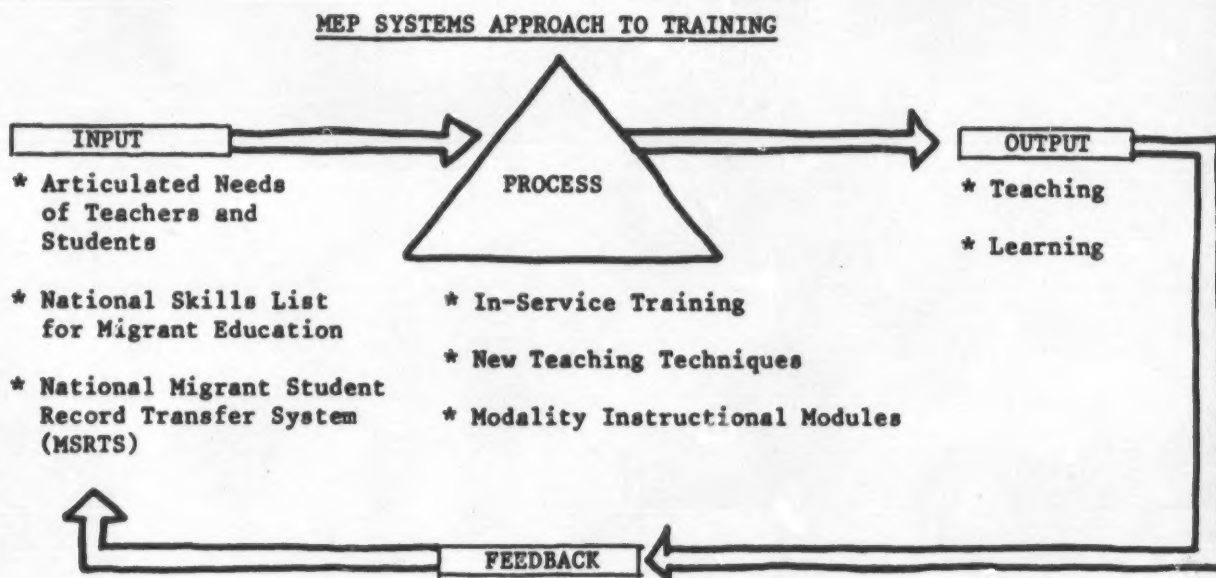
There are five (5) major objectives of the project:

1. To develop awareness on the part of all migrant instructional personnel of the importance of modality identification and recruitment.
2. To provide training in identifying the instructor's dominant learning modality
3. To provide training to assist teachers in identification and teaching to a student's dominant learning modality
4. To collect and distribute materials and activities for use by project participants
5. To evaluate the effectiveness of the Modality Staff Development Workshops for instructional personnel

The design and implementation of the project is predicated, for the most part, on improving the knowledge and skills of instructional personnel through in-service training.

Methodology

MEP is designed to strengthen the instructional capability of migrant education teachers. The framework for the implementation of the project is the utilization of a "systems approach" to training. The systems approach provides (or builds upon) external and internal variables for identifying, diagnosing, and ordering the differential components, relationships and processes of teaching and learning. Emphasis is placed on three major ingredients which comprise any system: inputs, processes and outputs as shown in the illustration below:



Inherent in the systems approach is a framework for solutions to major problems to which MEP is directed: what to train for, where to begin the training, how to train, what to accomplish and how to evaluate results.³ Specific methods planned to accomplish MEP objectives are delineated in the chart which follows:

³George S. Ordione, "A Systems Approach to Training," Training and Development, Journal, June 1979.

MEP METHODOLOGY

OBJECTIVES

1. Development of awareness on the part of all migrant instructional personnel on the importance of modality identification and instruction	* General workshop (in-service training) for instructional personnel and staff of various migrant education programs * Use of recognized authorities⁵ and consultants to teach teacher trainees * Needs assessments for all participating states
2. Training in identifying instructor's dominant learning modality	* Use of assessment instruments * Matching teaching style and learning styles
3. Training in how to identify and teach to a child's dominant modality	* Use of Modality Index (for diagnosing strengths) * Instructional strategies for curriculum development * Preparation of material for Modality-Based Instruction * Development of Individualized Education Plans (IEPs)
4. Collection and distribution of materials and activities	* Information retrieval and dissemination
5. Evaluating the effectiveness of MEP for instructional personnel	* Development of evaluation strategies to assess training and the overall MEP

⁴Additional activities will be developed and included in MEP as needed/requested

⁵Consultants include Mr. Walter Barbe, Dr. Rita Dunn, and other national, state and local experts.

There are many advantages of the systems approach to training. First, it starts at the beginning (input regarding needs and building upon existing knowledge/resources, e.g., Skills Lists and MSRTS), moves to the middle (provision of training), proceeds to the end (feedback based on change in behavior/learning acquired) and then evaluates how well it did.

Project Participants

The project will provide in-service training to approximately 1550 migrant staff personnel of the consortium as indicated below.

STATES	PARTICIPANTS ESTIMATED
District of Columbia	25
Florida	300
Georgia	200
Maryland	150
New Jersey	150
North Carolina	250
Pennsylvania	250
Virginia	<u>225</u>
Total	1550

Participants will include administrators, supervisors, curriculum specialists, teachers and supportive personnel (e.g., counselors). The majority of the participants, however, will be teachers.

Management

The MEP will be managed by the State of Virginia, under the auspices of the Supervisor, Title I, ESEA and Migrant Education. There are three levels of management.

LEVEL I: STATE OF VIRGINIA

The State of Virginia will act as fiscal agent for this project, and will receive assistance in the implementation of the project from an Advisory Board, which will help to give direction to the project activities. This Project Advisory Board will be composed of one representative from each of the states participating in this consortium and one parent representative. The State Representatives on this Advisory Board will be composed of participating State Directors, or their designees, with each state having one vote. The Parent Member of this Board will be elected for a one year term by State Advisory Committees with the representation being rotated among the participating states. Although employed project personnel will participate in these Advisory Committee Meetings, these persons will not be voting members. This nine member Advisory Committee will meet a minimum of two times during the course of each year, and its function will be to advise the project staff of the feelings of their personnel toward project activities and to suggest ways, means, and activities that can be performed by project staff to make this project more effective.

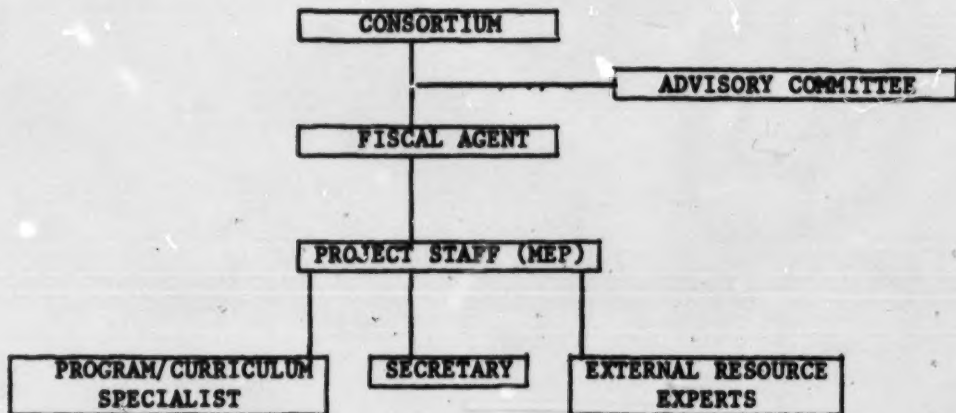
LEVEL II: STATE OF VIRGINIA TITLE I OFFICE

The second level of management will be the State of Virginia Title I Office, which by acting as fiscal representative, is responsible to auditors for the implementation of this project as written. The State of Virginia Title I Office will also be responsible for the selection of the project staff and the maintaining of all financial records and data for project evaluation.

LEVEL III: MEP STAFF

The third level of management will be the Project Staff, who will implement the project as written, and attempt to carry out the suggestions of the Advisory Committee representatives.

Overall, the Management System of the project includes the Consortium of eight states, the Advisory Committee, Fiscal Agent and MEP staff.



PART II

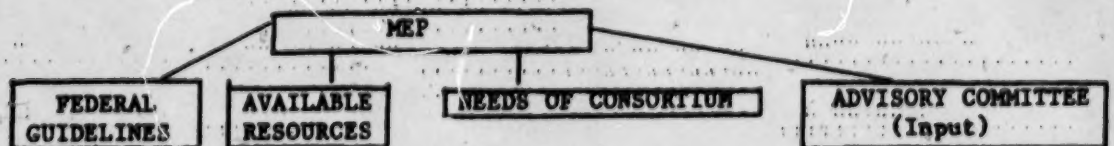
PROGRAMMATIC ASPECTS OF MEP

The Modality Education Project is predicated on three important premises relating to program development and training, in the broadest sense, and the needs to which the effort is directed. The premises are: (1) that understanding the nature, scope and content of modality is a pre-requisite to any activity proposed or planned by the MEP; (2) that there is a need for an on-going and open system of interaction, communication and coordination of states involved in migrant education programs (e.g., "goal commonality"); and (3) that a cooperative partnership among administrators, teachers, and other important change agents in the consortium is central to providing a continuous and sequential program of instruction. Because these premises both undergird and guide the MEP, it is important to briefly discuss the programmatic aspects of the project: Program Development, Training, and Information Retrieval and Dissemination.

Program Development⁶

Program development is functionally a part of the MEP planning process. However, for the purpose of this project overview, it is addressed separately. Program development is operationally defined as the translation of goals, priorities and resources into action-oriented activities necessary to accomplish established objectives. The development of MEP is influenced by a variety of factors as shown below.

Factors Which Influence Program Development



⁶The planning and design of the MEP

Federal Guidelines

-establish priorities and parameters for the project design

Available Resources

-provide planners and/or the MEI staff with existing information (e.g., human, physical and other resources) for developing and implementing the program

Needs of the Consortium

-representative from each state discuss current migrant education programs, problems and unmet needs

Advisory Committee

-provides overall recommendations for planning, design of specific activities and feedback from participants

Though briefly outlined, it can readily be seen that developing and implementing the MEP is not a unilateral effort. It is the result of a "planning with" approach and is based on a commonality of problems, needs and overall goal.

PROGRAM DEVELOPMENT CONCERNS⁷

Program development is:

Based on:

as discovered by:

to determine:

I. Policy mandates, guidelines, agency philosophy, mission, goals, environmental factors, implementing agency

A. Inquiries--policy makers, agency staff and capability, service recipients, program proponents, program opponents

1. Need to be addressed
2. Program structure
3. Program elements
4. Resource allocation
5. Staffing

and

B. Data collection and analysis--agency's service capability, target group needs, resources

6. Training needs
7. Agency's organizational changes necessary to implement program
8. Areas of concentration (priorities)
9. Necessary linkages
10. Program content

II. Resources, teachers, and students

C. Studying--records and reports, public reaction to policy, organization, structure, and priorities

D. Planning--preliminary program design

⁷Dr. Catherine Williams McClelland. "Program Planning, Development and Implementation," Doctoral Research, University of Georgia, Spring 1979

The MEP staff and others involved in the project are making purposive efforts to build intra-state and interstate linkages and coordination linkages and coordinative mechanisms (via developing and presenting the same materials to the same states to help alleviate some of the same problems). Thus, uniformity and continuity of instruction are with the MEP design.

Training

In-service training for staff development is not new; the task of MEP in this regard is neither simple nor well defined. Even taking into consideration the long established concepts of training to change or improve teaching related skills, attitudes and behavior, the MEP is breaking new ground with the systems approach to training. The need for a comprehensive, coordinated and collaborative partnership among constituents of the consortium influenced training design, content and delivery. Consequently, training activities are tailored to meet established objectives. Specific training activities, therefore, fall into the two major categories outlined.

I. AWARENESS

- *Background information
- *Etiology and importance of Modality Education

II. IN-SERVICE TRAINING ("how to" focus)

- *Mechanism to determine the teacher's dominant modality
- *Use of assessment instruments to determine student's modality
- *Instruction strategies for Curriculum Development
- *Materials preparation for Modality Based Instruction
- *Individualized Education Plans

Programmatically, the training is comprehensive.

Information Retrieval and Dissemination

The remaining major project activity is the collection and distribution of relevant modality information. The MEP staff will develop and/or collect materials and activities which can be used by project participants to teach to visual, auditory and kinesthetic modalities. Efforts will be made to solicit project related materials and activities from national, state and local publications, clearinghouses as well as information developed by teachers from various participating states. These sources will be adapted and edited for use the use of the MEP and project participants.

PART III

THE MEP IMPLEMENTATION PROCESS

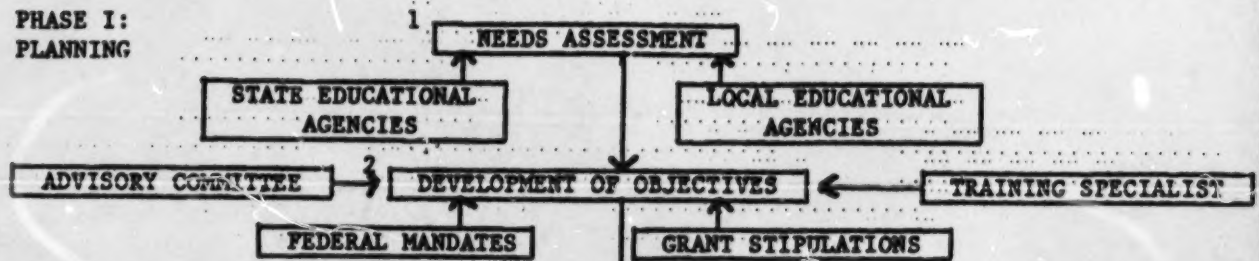
The conversion of a proposal to a program or project and the subsequent execution require careful attention to the process as well as content. Part II was devoted to a discussion of the content of the MEP. In this section, the implementation process is explained. The five phases of this process are: (1) Planning; (2) Program Development; (3) Implementation, (4) Monitoring; and (5) Evaluation. The overall model is shown on the following page.

Planning

The first phase of the implementation process is planning. In general terms, planning is the advance laying out of courses of action and strategies to achieve goals and objectives. The two major activities involved are needs assessments (of the consortium) and developing objectives. These activities are influenced by: federal mandates, grant stipulations, advisory committee input and the training specialist.

THE MEP PROCESS MODEL

PHASE I: PLANNING



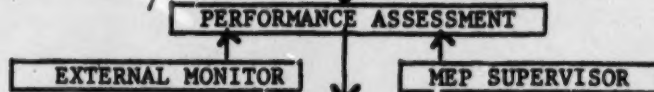
PHASE II: PROGRAM DEVELOPMENT



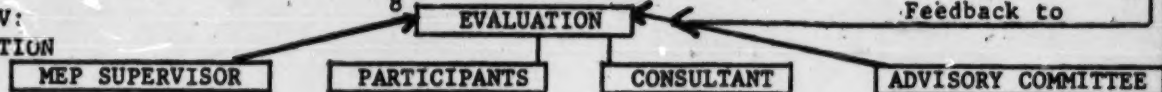
PHASE III: IMPLEMENTATION



PHASE IV: MONITORING



PHASE V: EVALUATION



MEP for Replanning, and Development

Program Development

Program development was explained in the previous section (Part II). To reiterate, it consists primarily of developing specific activities and instructional modules. Also included in this phase are the selection of training and operational methods/techniques and procedures and the design of an evaluation plan. Each activity is geared to the overall goal and objectives of MEP.

Implementation

Implementation is the actual execution of planned activities by the project staff and external agencies

Monitoring⁸

Monitoring is the collection, analysis and use of programmatic data and other information relating to the implementation of the MEP. Monitoring will be used to determine if MEP is adhering to federal guidelines, grant stipulations and to get a feel for the pulse of the project. Types of monitoring particularly relevant to MEP are: (1) Compliance Monitoring; (2) Plan versus Performance; and (3) Management Monitoring. MEP will focus on types two and three to be done quarterly. Emphasis will be geared to programmatic activities, on-site visitations, records or reports, sampling/analysis and interviews.

⁸MEP is currently developing a Monitoring Guide and appropriate instruments.

Evaluation

The final phase of the implementation process is evaluation. There are three objectives of the MEP evaluation.

1. To determine the quality of training
2. To provide/generate data for planning, replanning and decision-making
3. To provide direct feedback to the funding agency, program administrators, and staff regarding project and training content, relevance, design and implementation.

In keeping with these objectives, an evaluation has been developed.

The evaluation of MEP will systematically determine the effectiveness of training (and the overall project) as it relates to three major factors: (1) participants' REACTION (effect); (2) LEARNING or mastery of principles, knowledge and skills; and (3) changes in BEHAVIOR, i.e., teaching techniques, style, etc., resulting from the MEP. The evaluation system to be utilized involves a step-by-step approach relating to the three factors listed. The evaluation methodology to be utilized will include questionnaire ranking charts, paper and pencil tests (pre and post test training), statistical analysis, post training appraisals and interviews. All information obtained will be reported to the funding agency, advisory committee, supervisors and MEP staff with a view toward strengthening the overall effectiveness, scope, content and operation of the project.

SUMMARY

"A journey of a thousand miles
begins with one step..."

The above quote describes the status of the Modality Education Project as it relates to the education of migrant children. Much has been done and is in progress to alleviate the multiplicity and multifarious problems inherent in existing instructional programs. Administrators of Federal, state and local migrant education programs, instructional and support personnel work diligently and are reaching migrant children. The MEP is committed to developing a continuous and sequential instructional program for fifteen to sixteen hundred teachers in eight states which will impact migrant education; thousands of other teachers are in need of similar services; millions of migrant children are yet awaiting opportunities and benefits.

APPENDICES

APPENDIX A
Selected Readings

SELECTED READINGS

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APPENDIX B
MEP Consortium Directory

Modality Education Project Consortium Directory

STATE	CONTACT PERSON	ADDRESS/TELEPHONE NO.
1. Florida	Mr. Jack Waters, Administrator, Migrant Education Section	Florida State Dept. of Education Knott Building Tallahassee, FL 32304 (904) 488-0022
2. Georgia	Mrs. Sarah Moore, Coordinator, Migrant Education Program	Georgia State Dept. of Education Education Annex 156 Trinity Avenue Atlanta, GA 30334 (404) 656-4995
3. Maryland	Mr. Guffrie Smith, Jr., Chief, Migrant Branch	Maryland State Dept. of Education 200 W. Baltimore Street Baltimore, MD 21201 (301) 659-2413
4. New Jersey	Dr. Joseph Moore, Director, ESEA, Title I and Migrant Education	New Jersey State Dept. of Education 225 West State Street Trenton, NJ 08625 (609) 292-8360
5. North Carolina	Mr. Robert Youngblood, Director, Migrant Education Section	North Carolina State Dept. of Public Instruction Raleigh, NC 27611 (919) 733-3972
6. Pennsylvania	Mr. Joseph E. Dunn, Coordinator, Migrant Education	Pennsylvania State Dept. of Education 333 Market Street, 16th Floor Harrisburg, PA 17126 (717) 783-9161
7. Virginia	Mr. George H. Irby, Supervisor, Title I and Migrant Education	Virginia State Board of Education P. O. Box 6Q Richmond, VA 23216 (804) 225-2911
8. District of Columbia	Mrs. Eulah Ward, Director, Migrant Education	Title I, ESEA, State Office Room 1004 415-12th Street, N.W. Washington, D.C. 20004 (202) 724-4235

APPENDIX C

Directory of the MER Advisory Committee

Directory of the MEP Advisory Committee

STATE	REPRESENTATIVE	ADDRESS/TELEPHONE NO.

APPENDIX D

Migrant Education, Title I Elementary and Secondary Education Act

Overview Report

* The information contained in this appendix is furnished by the Office of Migrant Education, Office of Elementary and Secondary Education, U. S. Department of Education, Washington, D.C. 20202

MIGRANT EDUCATION
TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT
*OVERVIEW REPORT

January, 1981

Legislative History

Title I of Pub. L. 89-10, the Elementary and Secondary Education Act (ESEA) of 1965, authorized a national program of Federal education support for disadvantaged children. In November of 1966, Title I, ESEA, was amended by Pub. L. 89-750 to incorporate special provisions for migratory children of migratory agricultural workers.

Section 103 of Pub. L. 89-750 (Education Amendments of 1966) authorized "payments to State educational agencies for assistance in educating migratory children of migratory agricultural workers." The new program provided for grants to State educational agencies (SEAs) or combinations of these agencies to establish or improve, either directly or through local educational agencies (LEAs), programs and projects designed to meet the special educational needs of migratory children of migratory agricultural workers. Pub. L. 89-750 also provided that grant monies were to be used for interstate coordination of migrant education programs and projects, including the transmittal of pertinent information from childrens' school records.

Other significant legislation amending the Title I migrant education statute includes the Education Amendments of 1967 (Pub. L. 90-247); the Education Amendments of 1969 (Pub. L. 91-230); the Education Amendments of 1972 (Pub. L. 92-318); and the Education Amendments of 1974 (Pub. L. 93-380). These laws provided statements concerning program components such as the eligibility of formerly migratory children, the reallocation of excess funds, the use of carryover funds, the dissemination of information, parental involvement, a prohibition against supplanting State and local funds, preschool services, the use of statistics from the Migrant Student Record Transfer System (MSRTS) for funding purposes, the eligibility of migratory children of migratory fishers, and the identification

and dissemination of information concerning innovative and successful projects.

In discussions associated with the preparation of the Education Amendments of 1974 (Pub. L. 93-380), Congress emphasized "that local educational agencies should give priority attention in operating Title I programs to the basic cognitive skills in reading and mathematics and to related support activities to eliminate physical, emotional, or social problems that impede the ability to acquire such skills." Both Senate and House discussions recognized, however, that such an assertion was not intended to preempt the prerogatives of local authorities to give priority to other areas (e.g. teacher training), if this emphasis were required to better meet the needs of disadvantaged children.

Program Administration and Management

The Title I program for migratory children is a State-administered program which may involve financial assistance to local educational agencies as sub-grantees. Operational responsibilities are shared by the U. S. Secretary of Education, State educational agencies, local educational agencies, and other public and non-profit private organizations which operate migrant education projects. The SEA is directly responsible for the administration and operation of the State's Title I migrant education program. Annually, each SEA submits a comprehensive plan and cost estimate for its Statewide program to the Department of Education for approval. Section 116d.31 of the regulations provides that this plan is to contain information on the number and location of migrant students within the State, their special educational needs including educational performance and cultural and linguistic background which is relevant to assessing the educational needs of the children, program objectives, services to be provided to meet those objectives, evaluation procedures for determining program effectiveness, the types of information which the SEA will pass on to other SEAs to assure continuity of services, a description of the

SEA's plan for meeting requirements pertaining to dissemination of public information, and the establishment and utilization of parental advisory councils (PACs) for program planning, implementation, and evaluation purposes. In addition, each State application is to contain an appropriate budget. Section 116d.39 of the regulations further provides that the Commissioner shall approve a State application only if it demonstrates that payments will be used for projects designed to meet the special educational needs of migratory children, including provision for the continuity of educational and supportive services, and transmittal of pertinent information with respect to the school records of these children. The SEA then approves or disapproves local project proposals. Further, the SEA is also responsible for the design and preparation of State evaluation reports.

If the State's application is approved, it is awarded a grant, entirely separate from the regular Title I allocation, to finance the migrant education program. SEAs are required to submit to the Commissioner of Education individual project summaries indicating in sufficient detail the manner and extent to which State objectives and priorities are being met.

Proposals to operate a migrant education project are submitted to SEAs by those LEAs serving areas with migrant students, and by other public and non-profit private organizations (note that proposals are submitted on a voluntary basis). Section 116d.6 of the program regulations provides that proposals shall describe the objectives to be achieved by the operating agency for each grade group, the estimated number of children to be served by the agency, the services to be provided to achieve the stated objectives, the types and number of staff to be employed, and an appropriate budget.

The Title I migrant education program was first appropriated \$9.7 million in fiscal year 1967 of a \$40.3 million authorization. That appropriation has

grown to \$245.0 million for fiscal year 1981 programs. In 1967, State agency programs were not fully funded under the Title I enabling legislation; therefore, the appropriation was less than the authorization. In succeeding years, State agency programs have been funded to the full authorization.

The statute also includes a provision for special arrangements whereby the Commissioner may conduct migrant education programs. If the Commissioner determines that a State is unable or unwilling to conduct educational programs for migrant children, or that it would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, special arrangements may be made with other public or non-profit private agencies in one or more States, using all or part of the grants available for any of these States.

It was determined by the Commissioner of Education that full implementation of the Migrant Student Record Transfer System would add substantially to the welfare and educational attainment of migrant children. Because all States are required to participate in the inter- and intrastate transfer of records, and as such benefit from its operation, an equal percentage of each State's annual grant amount is set aside to fund the System.

Title I Local Projects/Title I Migrant Education

Title I local and Title I migrant education projects often overlap in target clientele and do share a common legislative authorization. Therefore, there is a necessity for coordination between the two programs. The basic common element of these two programs, as indicated by the law, is the supplementing and consequent improvement of regular educational programs through grants for special projects or programs designed to meet the special educational needs of educationally deprived children.

There are a number of significant differences, however. One of the primary differences lies in placement of the administrative authority for the development and operation of the program. Under the Title I local program, the SEA has general administrative responsibility. Proposals, however, are developed only by the LEAs, and are then submitted to the SEA for approval.

Under the Title I migrant education program, the SEA has full administrative control of the program and may develop and operate projects directly with its own resources, or indirectly through agreements with an LEA, with regions consisting of several LEAs, with non-profit private organizations, with colleges and universities, or with any combination of these agencies which may operate, in cooperation with the SEA, projects serving migrant children.

There are also some basic program differences concerning the location and selection of children and the determination of needs. Under the Title I migrant education program, areas with concentrations of migrant children are first determined, after which each child is then identified as an interstate, intrastate, or formerly migratory child of either agricultural or fishing activity. Attendance areas are not identified on the basis of economic criteria, but by the presence of migrant children during some part of the year. Services to formerly migratory children are contingent on their residence in an attendance area already being served by a migrant education program, or to be served within the calendar year.

The needs of migrant children are usually established through analysis of the data available in the Migrant Student Record Transfer System. Additional data may be assembled through diagnostic testing and teacher evaluations, the results of which are then transmitted to the MSRTS when the migrant child withdraws from the project. Although the migrant education program strives to serve those migrant children most in need, when program funding is limited the goal is to serve all migrant children demonstrating need at any level. There is not, however,

the requirement that there be a selection of only those children demonstrating achievement below a certain competency level. All migrant children may be served. The eligibility factor is the migratory status of the child according to the statute and the regulations, not a demonstration of some priority need based on selection criteria of academic performance. As a result of this, some migratory children who live in eligible Title I local attendance areas may demonstrate dual eligibility, participating in both the program for disadvantaged children operated by the local educational agency, and in the migrant education program operated through the auspices of the State educational agency.

In the administration of Title I, the State assumes the responsibility for application preparation, application review and approval, monitoring for compliance, provision of technical assistance, general fiscal control, and the preparation of financial and performance reports.

As the administering agent and sole grantee of Federal Title I migrant education funds, the SEA plays a much more comprehensive role in the migrant education program. The SEA, in addition to those administrative responsibilities identified for Title I, assumes at least 15 other responsibilities with respect to the migrant education program:

1. Statewide identification and recruitment of migrant children;
2. Statewide needs assessment;
3. Statewide program development;
4. Statewide inservice education;
5. State and local interagency coordination;
6. Inter- and intrastate program coordination;
7. Statewide program evaluation;
8. Development of State guidelines for the purchase of equipment;
9. Maintenance of a State inventory for all equipment;
10. Participation in the Migrant Student Record Transfer System;
11. Development of an annual State application for submittal to the U. S. Office of Education;
12. Inter- and intrastate dissemination of information;
13. Maintenance of a separate pupil accounting system;
14. Maintenance of a separate program expenditures accounting system; and
15. Development of specifications for the development and awarding of grants and contracts for service to migrant children.

Program Goals and Objectives

In May 1971, the State migrant education coordinators adopted eleven national goals formulated by the Committee for National Evaluation of Migrant Education Programs. Although these goals do not constitute a clear-cut, easily implemented list of objectives toward which migrant education programs can be directed, they do provide some indication of the types of instructional and supportive services which migrant education programs are expected to provide, and in the future may serve as a basis for a more measurable set of objectives.

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.
2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.
3. Provide specially designed programs in the academic disciplines (language arts, mathematics, social studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomittant with his potential.
4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.
5. Provide programs that will improve the academic skill, prevocational orientation, and vocational skill training for older migrant children.
6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.
8. Develop communications involving the school, the community and its available resources for the benefit of migrant children.
9. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.
10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant education programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

An implicit goal of the migrant education program is to identify and recruit eligible migrant students in order that they may benefit from "regular" and supplementary educational supportive services. In the case of migrant students, recruitment requires special efforts. Migratory workshops and their children have long been ignored by the rest of society, and attitudes precluding their participation in the educational process need to be overcome.

Migrant Student Record Transfer System

Another important component of the national program is the Migrant Student Record Transfer System. This computerized data system receives, stores, and transmits academic and health information on children participating in Title I migrant education projects in each of the 49 participating States and Puerto Rico. Schools are responsible for submitting academic, health, and status information about the migrant children they serve to local terminal operators in order to maintain the accuracy, completeness, and currency of information in the record transfer system. When children move to new locations, this information can be retrieved by new teachers and by school health officials. To meet the need for continuity of educational services, States are now implementing the Skills Information System (SIS) in the areas of Reading, Mathematics, Early Childhood and Oral Language. These coded skills augment the MSRTS records so that as students move from one school to another, their records indicate which skills they have worked on and/or mastered upon withdrawal. In this way, teachers will be able to continue the efforts of their predecessors and plan an appropriate educational program for each child.

The Migrant Student Record Transfer System has also been used to meet the needs of secondary school students who are often unable to graduate from high school

because their mobility prevents them from meeting minimum attendance requirements necessary to receive high school course credit. The Washington State Migrant Education Program in cooperation with the Texas Migrant Education Program, developed a program known as the Washington-Texas Secondary Exchange Project, a combination of night school and coordination with the students' home base schools to assure proper crediting of course work. The project has been validated by the Joint Dissemination Review Panel of the HEW Education Division as exemplary and worthy of replication by other States.

MSRTS information relevant to the placement and care of children includes school attendance patterns; health screenings, administrations, and subsequent treatment procedures; inoculations needed and administered; standardized tests administered and the dates and scores; and special educational programs of student involvement or interest.

The MSRTS safeguards the privacy and confidentiality of student information through the use of a uniform record which does not permit the recording of derogatory information. Additionally, the records are made available only to authorized educational agencies within the States with summary statistical reports to the U. S. Department of Education. Specific safeguards include no communication with unauthorized terminals; a precise tape and message format available only to authorized personnel; peculiar student file access security codes, a peculiar set of student data required to access student files; field validity checks; and access data that must match precisely that of the student electronic file.

Grant Amounts

The formula for computing the maximum grant that a State may receive is based on the full-time equivalent number of school-aged (5-17) migrant children residing in the State. Unfortunately, the true number of migrant children is not known.

Previous to FY 1975, estimates of the number of migrant children for each State were obtained by multiplying the number of migratory workers residing in the State (information provided by the employment offices of the U. S. Employment Service) by seventy-five percent.

Section 101 of Pub. L. 93-380 (Education Amendments of 1974) provides that the number of migrant children is to be estimated from "statistics made available by the Migrant Student Record Transfer System or such other system as (the Commissioner) may determine most accurately and fully reflects the actual number of migrant students." Beginning in FY 1975, State allocations were based on information contained in the MSRTS.

The State's allocations are computed through a formula which multiplies the State's full-time equivalent number of migrant children by 40% of the State's per pupil expenditure rate. The State per pupil expenditure rate is adjusted, when necessary, to not less than 80% or not more than 120% of the national average per pupil expenditure rate.

Section 125 of Pub. L. 93-380 states, however, that "...no State agency shall receive in any fiscal year an amount which is less than 100 per centum of the amount which that State agency received in the prior fiscal year..." Therefore, when the formula that employs current statistics made available by the MSRTS computes to a grant amount less than the grant amount made available in FY 1974 (utilizing Department of Labor estimates), or in any succeeding fiscal year (utilizing Department of Labor estimates or MSRTS data), then the new grant award is maintained at a level equal to that of the prior fiscal year. In essence then, a funding floor was created in 1974, and State agencies are held harmless at 100% of that fiscal year's grant amount or any succeeding fiscal year's grant amount that demonstrated an increase and established a new funding floor.

Parental Involvement

Parental Involvement also plays an important role in migrant education program development, operation, and evaluation. The underlying philosophy of migrant education program parental involvement is based on demonstrated evidence that parents can be effective partners in the educational process. Parents are particularly important in their position of reinforcing and stimulating the migrant child's educational environment.

Parents can play a variety of roles in migrant education programs such as classroom aides, library assistants, tutors, home visitors, and monitors. The involvement of parents in the school's activities helps to motivate students and to stimulate positive attitudes towards school.

Parent Involvement Councils (PICs) can also play an important role in providing for parent-school cooperation. The parents can play a beneficial role in reviewing applications, making recommendations concerning the needs of the children, and offering suggestions.

Section 116d.37 of the regulations states that the SEA must, to the extent feasible considering the parents' time of residence in the State consult with the parents of children being served or children to be served, and consider the views of these parents with respect to the planning of the State program. The regulations further require that one or more advisory councils be established in the State composed of parents and others knowledgeable of the needs of migratory children. This council is to be consulted concerning the operation and evaluation of the present program and the planning of future programs.

Parent Council members are provided with copies of the Title I migrant education legislation, Federal regulations, State regulations, guidelines, the SEA plan, local project proposals, and prior applications and evaluations.

Some overview statistics concerning the migrant education program are as follows:

(1) Participation	-	49 States, Puerto Rico, and Washington, D.C.
(2) Appropriation	-	\$245,000,000 (FY 1981)
(3) LEA Programs	-	3,000
(4) School Projects	-	16,000
(5) Children	-	522,000

91.57% K-12

8.43% Preschool

100.00%

36.99% Interstate Agricultural

22.39% Intrastate Agricultural

38.54% Five Year Agricultural

.34% Interstate Fisher

.50% Intrastate Fisher

1.24% Five Year Fisher

100.00%

APPENDIX E

Survey Form for the Modality Education Project Overview

* As a reader of this document, your comments will be appreciated. Please take a few minutes to complete the following form and mail it to:

George H. Irby, Supervisor, Title I, ESEA
and Migrant Education
Department of Education
Division of Compensatory Education
Title I, ESEA Migrant Program
P. O. Box 60
Richmond, Virginia 23216

Thank you in advance for the information you are providing and for your suggestions.

Modality Education Project Overview Survey

Please provide responses to the following:

1. What is your affiliation with Migrant Education Programs?
 - (a) Administrator _____
 - (b) Supervisor _____
 - (c) Teacher _____
 - (d) Other _____ Specify _____
2. Which part(s) of the document have you read?
 - (a) Whole document _____
 - (b) Specific section (please list) _____
3. How did you use this document? (You may check more than one answer)
 - (a) As a reference/information text _____
 - (b) As a part of a workshop/meeting _____
Name of workshop/meeting _____
Purpose of workshop/meeting _____
Date and place _____
 - (c) It was recommended _____ by whom _____
4. Does the document present a comprehensive overview of MEP?
 - (a) Yes _____
 - (b) No _____Comments _____

5. In terms of detail, for intended purposes, is the document:
 - (a) Adequate _____
 - (b) Too detailed _____
 - (c) Not detailed enough _____Comments _____

6. Is the document easy to read and understand?
 - (a) Yes _____
 - (b) No _____Comments _____

